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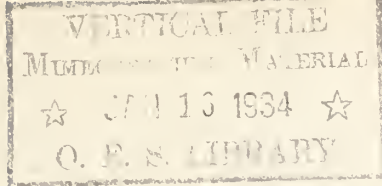
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UNITED STATES DEPARTMENT OF AGRICULTURE
Extension Service
Office of Cooperative Extension Work
Washington, D. C.

CHILD DEVELOPMENT AND PARENT EDUCATION*

Excerpts from 1933 Annual Reports of State and County
Extension Agents //

Prepared by

Division of Extension Studies and Teaching

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*No attempt is made to cite all references to Child Development and Parent Education in this circular. Only selected extracts showing typical methods employed and results obtained in a number of States are included.

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FOREWORD

The year 1925 marked the addition of the first specialist in the field of Child Development and Parent Education to the staff of the cooperative extension service of the United States, Illinois making the first appointment. Previous to that time, a limited amount of subject matter in this field had been introduced informally into other phases of the program, especially in relation to stimulating desirable food habits in young children.

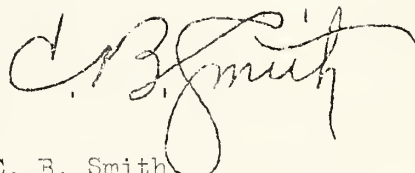
With the introduction of specialists in this field, the project has been organized and expanded to include education for parenthood and constructive family relationships.

During 1933, twelve States had full-time extension specialists in Child Development and Parent Education, and in 253 counties in thirty States organized project work was conducted in Child Development and Parent Education.

As a result of the instruction to date, rural parents, both men and women, have reported such results as the following: Greater understanding of the physical, mental, and emotional needs and capacities of children at different age levels; constructive methods of guidance and correction of children; adapting the homes to the needs of children; good habits established at a minimum of time and energy; children developed to their best physically and mentally, and with emotional stability; wholesome family relationships developed; and social-mindedness promoted.

This project, concerned as it is with the maximum development of the individual and of constructive human relationships, is recognized as of basic value to all families and to the entire field of extension education, and rural adults are increasingly requesting information and guidance in this field of subject matter.

The attached material, which is selected from the 1933 annual reports, is suggestive of the content, methods, and procedure used in this field of subject matter in the Extension Service.



C. B. Smith,
Assistant Director.

Arkansas

"There was an old woman who lived in a shoe.
She had so many children she didn't know what to do.
So she gave them some broth without any bread and
whipped them all soundly and put them to bed."

Horrible! and not "according to the book" but many a mother's heart has gone out in sympathy toward her, especially during vacation.

Hardly had the gladsome chorus of "Ho, ho, vacation days are here!" died away upon the hot summer breeze than Mrs. John Doe looked with astonishment on her five small dears. Released from the presence of school with its routine of study and play, the children became lazy, quarrelsome, and constantly at a loss as to how to amuse themselves. They were extremely untidy and the burden of housework was doubled. The continued friction (that sounds better than downright fighting) wore upon Mrs. Doe's nerves until she scolded and nagged, and the atmosphere of the home became horny, yes, and perhaps a little forked-tailish. Rewards and punishments alone did not solve the problem, yet something must be done. The children must be given a balanced ration of work and play.

She first made out a schedule of work for each child, which must be done every day, explaining that if they would do it well enough so that it would really help, mother would have more time to play with them and read aloud. They were divided into teams, number 1 and 4 working together washing dishes, while 2 and 3 swept, oil mopped, and dusted the house. They became dirt conscious---woe betide the guilty wretch who tracked mud over their clean floors or left paper doll makings in the sitting room. Then at the end of the week they traded jobs, thus eliminating heated debates as to whose turn it was next. Of course, Mrs. Doe worked far harder teaching the children to work than if she had done it all herself, but slowly she became freer to tackle her own tasks, with the assurance that the house work was going forward. The extra duties, such as garden weeding, mowing, or preparing vegetables for canning, were divided as evenly as possible. All this done, the youngsters had the rest of the day for play and activities of their own.

They were fond of books but had read everything available. The community had pooled their story books last summer so there was no fresh material in the neighborhood. The nearest library was 12 miles away and had very inconvenient hours for farmers. Another mother had the bright idea of taking turn about making trips to the library, getting enough books for several families each time. An unearthly stillness settled down over the Doe home on library day as each child went into a coma with his new book.

The bunk house, unused in the summer time, was turned over to the children. Here they could whittle and pound, make fearful and wonderful doll clothes, cup up old magazines, and paste pictures on the wall to their hearts' content. They invented a new card game and christened it "Harness up the Team" for reasons best known to themselves.

The cold water of the pond was always occupied with shrieking, splashing swimmers. They all learned to swim by ear, as it were, for there had been no one to teach them.

An ancient horse, bridled daily, ambled patiently over the fields, little realizing that to his riders he was everything, a Shetland pony, a cow boy's bronco, and a war-horse. A wagon was constructed of old wheels and boards, and hitched to this versatile steed. The children would pile in and rumble out in the melon patch, returning with corn for the pigs and plenty of "Melon's Food" for the rest of the family.

Mrs. Doe, assisted by several other mothers, organized a vacation club for all the children of the community, which met once a month. Every child wishes to make things but often lacks ideas as to what to build and how to do it, so they were encouraged to bring the toys they had made themselves, to show to others. The result was an interesting exhibit, airplanes of different types, a wind mill, an Indian war bonnet, paper dolls, a pillow top, an embroidered dresser scarf, a small but perfect model of a plough made of a tin can and willow twigs, and an ingenious little boat which could paddle itself through the water when a rubber band was wound up. They were quick to copy these things, and the next month brought a squadron of airplanes and a fleet of boats. New games were played in order that the children might have something different to do at home. They went in swimming, and enjoyed showing each other fancy dives. A lesson in resuscitating a drowning person was given. Simple refreshments were served. Various contests were held, such as sack, wheel-barrow and three-legged races.

And so the summer passed pleasantly. The children did not love their work as much as they should, perhaps, but they did appreciate their play time, and knew better what to do with it than they did before they had an organized, supervised schedule of work and play. (Reported by Mrs. Clinton Hillman, Local Leader in Child Guidance), N. Ethel Owen and Mary Earle, Home Demonstration Agents, Stuttgart, Arkansas County.

California

Six of the eleven counties conducted nine parent discussion groups regularly during the entire year. These groups met once a month, with the exception of Alameda and Sacramento Counties, where the groups and the home demonstration agent decided that better attendance and continuity of thinking were maintained by holding bi-weekly meetings.

The subject matter discussed at these meetings was built around questions or problems submitted by members of the groups at the first meeting. Parents were encouraged to look at immediate problems merely as symptoms, and to search for the real cause of the difficulty in the set-up or management of the situation, and in the way the child was being dealt with.

The San Bernardino home demonstration agent reports as follows:

"In the parent education groups, the guidance of the children has been uppermost in the minds of the fathers and mothers, rather than just the corrections desirable. The concrete problems reported have developed out of these discussions ----.

"Play space and play equipment has been a major project in special groups and also with some individuals in the various home departments. In clothing, emphasis has been placed on self-help clothes, choice of colors by the child, and care of his own clothes. Fitting furniture to the child has been one interest in the parent groups, especially play tables and chairs ----. Better family cooperation has been an interesting feature of

several discussions, particularly with those families having great differences in the ages of their children-----.

"As to results, the following list is only indicative - not complete.

- Play equipment for indoors and out.
- "Own" places for precious junk.
- Separate beds for each child.
- Better bedding.
- Better lights to get up by at night.
- Bathroom stools and steps.
- Reachable toilet articles for all.
- Individual wash cloths - known by color.
- Play boxes.
- Play suits.
- Better shoes - stockings - garters.
- Less tension in some mothers - (Very visible) etc.
- The less visible results may be even more valuable,
such as --
- Better family cooperation.
- Less teasing by Dad.
- Less friction at table over eating certain foods.
- Fewer tantrums and sulks.
- Development of a spirit of family loyalty to
certain ideals.
- Development of a respect for others' property.
- Less nagging.
- Real obedience - at least much of the time.
- Development of a sense of responsibility.
- Improved attitude of some member of the family
toward this study.
- More thought given to allowances.
- Thoughtful planning of holiday foods and recreation, etc."

Hally Flack, Child Development and Parent Education, College of Agriculture, University of California, Berkeley.

A round of Farm Home Department meetings was held on the subject "New Ideas in Child Development and Parent Education." At these meetings the difference between the old ideas of child training as compared with the new ideas of child guidance, was discussed. The all around development of the child, including physical, mental, emotional and social development, and how parents can aid the child in this development, was discussed. Pictures of nursery school children doing things for themselves, pictures of self-help clothing, and suitable dishes, were shown to impress upon the parents the idea that the child learns by doing things for himself.

In November and December, project leaders will carry on meetings in all centers on "Suitable Toys and Play Materials for Children." At these meetings project leaders will stress the following guiding principles in selecting toys or play material:

1. They should be suited to the child's age and level of development.
2. They should be safe, sturdily built, easily cleansed.
3. They should provide for motor activity and for the development of the large muscles of the body.
4. They should be simple.
5. They should stimulate creative and constructive activity.
6. They should conform with standards of art in line, color and proportion.
7. They should be usable by the child himself without help of adults.
8. They should appeal to the growing mind of the child and offer opportunities for the developmental needs of the growing body.

Toys for a play kit will be brought to these meetings by the women, for we feel that if we can assemble a play kit we can at least give the children something to keep them interested, and they will not need so much supervision. Perhaps later someone will take charge of the children in each center. That is the goal toward which we are working.

Home visits are made to women who belong to the Child Development study group, and to other homes where requests are made.

Results in this project are a little difficult to see, but the women are reporting better eating, a better understanding of why their children behave as they do, and success in assisting their children to be independent. In other words, they are trying to make their children more self-reliant. I consider the changed attitude of a few of the parents toward their children most promising. Some of the women who thought their problems were unique or that their particular children were hopeless, are now convinced that all children need consideration and understanding, and so they are honestly trying to find the cause, rather than the cure, for their difficulties.

More tangible results are as follows: 78 women report an improved place for children's clothing, and that the children are learning to hang up their own things. Seventy-four homes have toy shelves and cabinets ranging from crude orange or apple boxes, to well made shelves or cabinets. Thirty-four homes report improved play equipment including the following: 12 sand boxes, 10 incline boards, 8 jouncing boards, 8 slides, 16 bars, 9 ladders, 29 swings, 7 teeter boards, 21 play houses made by the children. Olianna Olson, Home Demonstration Agent, Salinas, Monterey County.

The organization of the work in the child development and parent education project in Sacramento County is built about one discussion group. The group consists of mothers, not a group of both parents, though for the 1933-34 year, two meetings are planned for parents, and the discussion will be led by the specialists in child development and parent education.

Work with two parent-teacher association groups, especially in training in toileting habits, has been carried on. Individual case work on slow dressing habits, and quarreling, has been attempted.

The survey of the county in results of the child development and parent education project, show that the agent is aware from the discussion of sharing family responsibilities, that the change of the mechanical or physical set-ups in some of the homes supplying the children with individual places for the toys or other personal possessions, is possibly the most noteworthy. The agent believes that the mothers are aware of the possibility of character building, respect for others' possessions, neatness, and promptness. The change in the women, having them open-minded, willing to try new methods, is apparent. The mothers in the group are more analytical of their methods and willing to try new methods and note results in the adjustments in the family life. - Ruby E. Beers, Home Demonstration Agent, Sacramento, Sacramento County.

When the meeting was opened for discussion, it centered around allowances for children, paying for chores, responsibilities, rewards, and discipline. Miss Dodson discussed children's clothing and showed samples of garments including aprons, bibs, and sleeping garments that were so constructed with slip strings and bands, large buttons and button holes that would enable the child to help himself.

Following this meeting, one of the mothers who had attended the institute, said that she put in a low rod in the closet for the use of her nine-year-old daughter, and had arranged and designated drawer space for the small boy and the girl so that they might know where to keep and where to find their own belongings. She made a shoe rack for the two children, of a size suitable for them. Her little girl said, "Mother, I am glad that you went to that meeting, for now I have a place that I can call my own, for things." - Ethel McDonald, Home Demonstration Agent, Stockton, San Joaquin County.

The most important result that can be seen in the work of child development, is the change of attitude. There is far more discussion of child development and parent education than there was a year ago. One change in attitude, is that of the men -- fathers who at first rather made fun of the idea are now, so far as the agent can see, really interested, willing to cooperate, and expect results.

Another important improvement is noticeable in the substitution of positive methods for negative ones. This has been discussed throughout the county, and some seeds, at least, have taken root. Some results have most certainly been obtained, not nearly as many as might be hoped for, but the most promising thing is the change in attitude. - Helen L. Edwards, Home Demonstration Agent, Santa Cruz County.

Georgia

Individual help has been given the mothers asking for information on child care. Child behavior problems have been given special attention and the mothers report that satisfactory results have been obtained. Better food habits have been brought about in more than 50 homes.

Parents in more than 25 homes have found that it pays to use positive rather than negative methods of discipline, and they report that they have much less trouble with their children.

Over 50 books on infant care have been given club women this year. Mary Todd, Home Demonstration Agent, Carrollton, Carroll County.

Hawaii

Eight method demonstration meetings were held in Kahuku, Kokokahi Camp, and Camp Erdman in Child Care and Child Training.

Miss Josephine Ikawa, Board of Health nurse, gave a talk on Health at the county 4-H club camp to over 100 in attendance. At the women's camp, Kokokahi, Miss Ikawa gave a demonstration on Bathing the Baby. Mrs. Marie Vierra, Kahuku, gave a result demonstration following this.

The members of the Kahuku University Extension Home Economics Club studied monthly the dietary, the rest habits, and the mental care of children through leaflets and instructions received from Castle Kindergarden, Honolulu, and their dietician. Each member bought the booklets, "Are You Training Your Child to be Happy?" and "Every Child's Dietary, for Mother and Child". Each member of the Kahuku Club has made booklets compiling the helps she has received on child care and child training.

Mrs. Homer Barnes, Honolulu, an authority on child care, addressed the Kahuku Club October 11, showing educational toys and informed the members how they can be secured.

The textbook, "Child Care and Training", by Faegre and Anderson, was discussed by Mrs. Elsie Davis at a home demonstration meeting in August. Mrs. Davis also discussed this book with the women at the Mothers' Vacation Camp, Kokohahi, July 30, in her talk on "Good Reading in the Home". Mabel Greene, Home Demonstration Agent, Honolulu, Honolulu County.

A special study course in Child Care and Training is being given in two adult and two junior home demonstration groups. A series of lessons has been worked out using the booklet, "Are You Training Your Child to be Happy?" which is sent out by the United States Department of Labor.

Each lesson is prepared in mimeographed form and given out at each meeting. One member is selected to take charge of each meeting. She is given reference books and leads in the discussion. Following the formal lesson, personal problems are brought up and discussed and magazines exchanged. Each member reports methods tried and results obtained. Gertrude M. Gage, Home Demonstration Agent, Wailuku, Maui County.

Illinois

In four counties selected persons who have been studying under guidance of the specialist for about two years have assumed leadership of the study groups organized in those counties. Methods of organizing these groups have varied in different counties. With the guidance of the home adviser, details of organization usually have been cared for by local persons interested in having such study in the community.

The specialist has assisted the leaders in their planning with members of the groups for the program for group study and for projects to be undertaken by individuals and by groups. Once a month meetings have been held with the group of leaders in each county. The morning sessions are frequently devoted to discussion of various problems or questions which leaders raise in connection with their groups and to brief informal reports of recent general reading done by the leaders.

The afternoon session is more specifically devoted to preparation for the next meeting of the leader with her group. Preceding this session reference material on the theme to be discussed has been in the hands of each leader and definite effort has been made to make available (either through local libraries or the Extension Library) the reading material needed.

Work done through study groups led by the specialist

Methods similar to those used in study groups in previous years have been continued. A series of from six to twelve meetings is planned. the first meeting usually a program planning meeting. Members of the groups determine on the basis of their felt needs what phases of child development they wish to include. When requested, suggestions are offered by the specialist. The program thus planned is the basis for the work of that particular group. Reading, home and community projects are emphasized.

As stated above, from the standpoint of the home adviser and the specialist the personnel of these groups is studied with a view to possible development of leaders in parent education.

Again we are faced with the problem of trying to report results. In this project the tangibles for which there may be material measuring rods seem to mean so little in comparison with the intangibles, for which no measuring devices are available. The following statements can be made:

1. General

- a. Four hundred thirty-two meetings have been held within the year with a total attendance of 8,615.
- b. Reading of professional books, bulletins, and magazines has been done by members of study groups in at least 15 counties. Reports from 14 of these counties based on actual records kept by members of the groups show a total of 1,326 books read. In a number of counties, from a dozen to 20 subscriptions to professional magazines have been reported among members of study groups.
- c. Additions of books on child development have been made to a number of local libraries.

- d. 225 volumes have been added to the Illinois Library Extension Division.
- e. In one community the study group sponsored a diphtheria immunization project which resulted in immunization of 41 children.
- f. In another community the child study group sponsored a series of eight demonstrations (each led by a home-economics trained person) designed to assist those receiving relief to plan and prepare nutritious meals at low cost. These eight meetings were attended by approximately 500 people.
- g. Publicity, both printed and verbal, has strengthened parent education work, particularly in those counties sponsoring a parent-education project.
- h. In one county a parent education study group is being conducted (1) for mothers of children in a day nursery; and (2) for mothers on relief who use a local canning kitchen.
- i. A cooperative outdoor play group for pre-school children was conducted last summer in one community.

Especially helpful this year has been increased cooperation from the Illinois Library Extension Division. Miss Price and her staff have attempted to meet the additional requests for reading material especially those from rural communities. The greater number of groups and the added stimulation to reading resulting when one mother says to another, "This is the best book; I wish I'd had it when the children were younger," have greatly increased the demands upon the Extension Library. To try to meet these demands 225 new volumes have been purchased by the Library Extension Division. These additions are particularly appreciated at this time when funds for reading materials are limited. Some local libraries are unable to purchase any additional material.

Edna E. Walls, Child Development and Parent Education, College of Agriculture, University of Illinois, Urbana.

In September 1933, four open district meetings were planned and carried out. Miss Walls discussed "New Trends in Guiding the Child in His Development". Attendance at the four meetings was 240. Sixty-six signed as being interested in study groups to continue for four months under the guidance of local leaders. Subjects, upon which the leaders are having training meetings with Miss Walls, are:

October 1933 - How we can help a child learn to discipline himself.

November 1933 - How occupational materials and toys help a child in his mental and physical development.

December 1933 - Answering children's questions about life's beginning.

January 1934 - Helping a child develop self-reliance.

To date, nine study groups have been organized. A local woman has been asked to assume responsibility of getting groups together.

Lucy J. Folsom, Home Demonstration Agent, Quincy, Adams County.

In response to the question concerning substituting positive methods of discipline for negative ones, we received the following answers: "I have stopped telling the children, 'No,' or 'Don't', except on rare occasions, by suggesting something else that they do." "When bed time comes, I ask, 'What blanket are you going to use, the pink or the blue?' rather than have a scene by saying, 'It's time to go to bed.'" "I let him know that I expect certain things and take it for granted that he will do them." "Positive methods are much more effective than negative ones".

Better adult habits adopted with reference to development of children were marked as follows: "Never do or say anything in front of child we do not wish him to do", "eat food we don't relish but good for health", "explain the reason for wanting certain things done", "speaking calmly and emphatically when giving commands; a schedule of naps, meals, play time, and elimination, that is not deviated from unless for some unusual reason", "use of scoreboard for good or bad marks in developing obedience instead of scolding and talking so much, rewards given at end of the week", "try to see things as my children do", "give the children more privileges, treating them as individuals".

In regard to children's clothing, it is reported that "many buttons are done away with and that clothing has been fixed so children can wait on themselves". Patterns for self-help clothes have been kept in the office and have been used by several mothers. Self-help sun suits, self-help bibs, play suits, romper suits, and dresses have been reported as having been made from these patterns.

Alice McKinney, Home Demonstration Agent, Carthage, Hancock County.

Indiana

(1) Self-help clothing for children:

The home demonstration agent gave discussions on self-help clothing for children to 11 home-economics groups. This discussion was illustrated by an exhibit of children's clothing loaned by the State department. In the discussion attention was called to the self-help features. As a result of this work, there has been an increased interest in child development as well as in better clothing for children.

(2) Better toys and books for children:

The local branch of the American Association of University Women is arranging an exhibit of better toys and books for children at one of the local stores to be open to the public the first week in December. B. B. Cook, Home Demonstration Agent, Logansport, Cass County.

Iowa

Eight hundred sixty-six homes adopted practices as suggested by the Child Development and Parent Education lessons. Two hundred eighty-five books were reported read; 204 homes made changes to meet family needs; 130 reported family relationships improved; 230 are making increased use of

parent education helps; 115 report improved mother care and 100 improved infant care; 100 homes and yards were improved for play and 558 toys and gifts were made from odds and ends. In glancing over the statistical summary of the activities and accomplishments we are impressed with the evidences of improved health and growth; 185 gains in growth and health were reported; 105 diet health problems solved; 246 diets improved for health and economy; and 190 report better methods of appetite training used.

Desire of parents to study and grow has developed from the Child Development and Parent Education program. Better use has been made of available parent-education aids, radio, magazines, libraries, and State and National services. Health and well-being of the family group and understanding and fellowship between parents and children have been promoted. Adult education and leadership has advanced.

Bessie Redfern, Home Demonstration Agent, Boone, Hamilton County.

Kansas

From Montgomery County report:

"The second home-nursing training school of the year was held in Independence on March 3 and in Coffeyville on March 4, with 39 leaders receiving Miss Martin's lesson on Parental Education and Child Welfare. It was a discussion type of lesson, with the discussion based on five major questions, as follows:

- (1) How can I teach my child obedience?
- (2) How can I teach my child the value of truthfulness?
- (3) How can I teach my child honesty when it becomes a problem?
- (4) How can I teach my child respect for property?
- (5) How can I prevent enuresis in my child?

In presenting the lesson the leaders had the members read the mimeographed material on each topic. The book, 'The Bent Twig', by Dorothy Canfield Fisher, was reviewed as an example of wise management of child rearing problems by a mother. The Children's Charter was read as a roll call in many units. As a result of this lesson, 67 women (over 18 percent of the membership) report that they have adopted some practice in child rearing learned."

"...The home nursing leader of the Fairbain Followers club writes in 'We have among our membership a 22-year old widow with two children, all of whom live with her parents. The five-year old child refused to take her nap each afternoon without a fuss. The mother had attended the home nursing training school where Miss Martin described the chart method in correcting enuresis. This mother made a chart, cut a picture of a sleeping child from an advertisement and pasted it on the chart, and every day that the five-year old took her nap without fussing, crying, or pouting, or any argument, she received a star to put on her chart. The same chart method was effective in curing the three-year old daughter of enuresis. This child did not wet her bed at all, but during the daytime she would get so busy playing that she would forget until too late. The mother fixed a chart for her with a picture of a bright, laughing girl cut from an advertisement. Each day that she kept dry all day she was given a star to place on her chart. The first week she received only two stars, but in three weeks the dry habit seemed well established."

M. Pearl Martin, Home Health and Sanitation Specialist, Kansas State Agricultural College, Manhattan.

Massachusetts

General Goals:

- (1) To develop a more scientific attitude toward parenthood.
- (2) To help parents realize the extent to which the home atmosphere, the relationship of parents with their children, and their beliefs and customs, are dominant influences in the child's life.
- (3) To bring into group meetings some scientific information related to the individual parent's everyday experiences.
- (4) To help parents recognize the aspects of their particular home atmosphere and relationships that are good, and wherein they are being successful; as well as the opportunities for improvement.
- (5) To help parents to recognize the changing aspects of behavior and phases of growth in their children, and also the needs for changes in techniques and attitudes of parents to meet the child at each age level.
- (6) To emphasize the importance of the early years as basic, and determining the future trends of development physically, mentally and socially, as well as certain personality traits.
- (7) To set up goals and objectives for development. To acquaint parents with what the child needs to learn, how he learns it, and how they can help in the learning process.
- (8) To help parents to better understand how the children grow and under what condition they grow best.
- (9) To get away from the problem solving basis of dealing with the child, and into a constructive program of prevention of undesirable behavior.
- (10) To emphasize the need for recognizing behavior as a symptom of underlying causes, or the individual's reaction to a situation or condition. If parents on analysis of the situation can find the underlying cause a more effective change can be brought about than by trying to deal with the child without considering the cause.
- (11) It is the aim at all times to help make the parental duty both efficient and pleasant.

Mrs. Ruth D. Morley, Child Development and Parent Education, Massachusetts Agricultural College, Amherst, Mass.

The child development project was completed in twenty-two communities by 44 local leaders who were trained by the specialist. One hundred fifty-four women were enrolled and 102 completed. In addition the information was reported passed to 112 women not attending these meetings.

The project included four meetings:

1. Routine habit training.

This includes eating, dressing, sleeping and toileting. (90 percent of children's behavior problems are traceable to routine habits and can be eliminated when conditions are understood)

2. Adapting furnishings and equipment to the child.

A score card of ideal conditions which can be provided will be given to each mother. This will include proper provision for dressing, care of clothing, and play space.

3. Education through play.

Discussion of value of play and selection of suitable equipment and toys. An exhibit will be furnished local groups of suggestive play materials.

4. Living with the child.

This includes a parent score card and a child personality score card; the working out of a family schedule for home activities; and a booklet on understanding of the child, which gives development in accomplishments and desires by ages. General parent and child relationships.

Organization: Letters explaining the child development project were sent to each community chairman to enroll the group and to select two leaders to attend the leader-training meetings.

Publicity was given to all community groups visited before the project began. Special attention was given to Parent-Teacher Associations. The specialist gave a talk to the South Deerfield P. T. A. and interested that group to attend. Presidents of other Parent-Teacher Associations were contacted by the home demonstration agent.

During the project the home demonstration agent tried to visit each group. As the project was held during the winter months several severe storms made the attendance irregular so that the agent conducted several meetings.

The single meetings conducted by the specialist were held after the project began to maintain or cultivate the interest in the group. Leaders had attended the first meeting. Gladys E. Sivert, Home Demonstration Agent, Greenfield Ct. Hs., Franklin County.

Parents' Institute

Representatives of all the child welfare organizations of Framingham, cooperating with the extension service, met to plan an institute similar to the Youth Conferences held in Boston. A number of meetings were held, and finally the "Parents' Institute" was held in November 1932 at Grace Church. About 60 mothers and fathers attended. There was a fine exhibit of homemade play materials brought in by the parents. The play materials exhibit from the State College was also used.

The discussion was divided into two groups, adolescents and pre-school children. Miss Mona Volkert, who is an assistant to Doctor Thom in his ^{habitat} clinic, led the pre-school discussion. Miss Marie Donahue, representative of the State Board of Nurses, led the discussion of problems of adolescence. Regina M. Feeney, Home Demonstration Agent, Concord, Everett St., Middlesex County, Mass.

Michigan

Work was started in seventeen new counties, using the short time project, "Meeting your Child's Problems." This subject is conducted on the lecture-discussion plan in a series of three meetings, two evening and one afternoon meetings. The purpose was to give parents a picture of some of the causative factors of peculiar or faulty behavior, and then to use that knowledge in the analyses of behavior situations. Some of the problems considered were those of teasing, thieving, fighting, getting ready on time, lying, stealing, and carelessness. In most of the counties the discussion was free and interesting, fathers taking an active part along with mothers.

Understanding Your Child

The project "Understanding Your Child" was again given in a revised form in ten counties.

To start this work, the specialist went into each county and gave an opening lecture for all persons who were interested. This was called as a county-wide meeting. The purpose was to give a view of what the project is to be about and to give a glimpse of the philosophy involved, with enough usable information to stimulate interest and enrollment. The next four meetings were each divided into two parts. The afternoon meeting was devoted to questions and problems and general discussion of subject matter. To stimulate discussion and the understanding of the solving of problems, the same types of problems are used as have been used in the past. These were discussed by the group and the specialist, the specialist bringing into the discussion the new information which seemed to be needed. These led to discussions of other problems and general discussion. In some instances where the group was large it was necessary to divide it into smaller units and these gathered in

different parts of the room to each discuss a particular problem and then come back and throw their discussion open to the whole group. This method has been found very satisfactory as we have large groups of people from different parts of the county who are unacquainted and a little bit reluctant to express themselves. They seem to talk very freely in the small groups and become easily acquainted. This breaking down of reserve and giving each member a chance to express his or her own feeling relieved a great deal of tension and seemed to bring out a sense of satisfaction in the feeling of belonging to the group.

In the evening the mimeographed subject-matter outline was used, each group member having a copy in his hand as the lesson material was developed by the specialist through the lecture method with occasional breaks for general discussion. By the end of the period the groups had become so free that the specialist had a little bit of difficulty in holding the discussion within proper level. The use of colored chalk upon the blackboard and the making of diagrams and charts as illustrative material, seemed to add a great deal to the interest. The specialist also carried around with her a number of particularly prepared charts and other illustrative material. People like to see as well as hear. At last discussion meeting, tapestries were again used, illustrating by the use of color combinations the need of handling the child according to his individuality. This seemed to make a very decided impression upon all the group.

Lydia Ann Lynde, Child Care and Training Specialist, Michigan State College, East Lansing, Michigan.

There was a good deal of demand from mothers of small children for the work on Child Care and Training around Hastings. There had been such good response to all home-economics projects that it was thought that we should give this one a try.

The course given was "Meeting Your Child's Problems." Four project meetings were held, all in Hastings, with an average attendance of 59 parents or a total attendance of 235 people. Fifty-three mothers reported using material given out during the course, and seven reported reading books suggested by the leader dealing with the problem. The group reported 205 magazine articles read. 29 individual and special problems were presented to the specialist by parents.

Feeling that the two lessons on "Meeting Your Child's Problems" had been a success and that women in the other parts of the county might like some of this work, I have arranged for a 5-lesson series on "Understanding Your Child." These lessons will be given in two centers. In the afternoon at Delton in a rural section and in the evening at Hastings. The first lesson of the series has just been completed with only a fair attendance. Harold J. Foster, County Agent, Barry County, Hastings.

Minnesota

In the organizing of groups for this project stress has been put on the enrollment of mothers of growing children. However, anyone interested in this study has been welcomed and teachers, nurses, and older girls, as well as grandmothers, have enrolled.

To help in more thorough organization the first meeting of Child Development I has been an open meeting to which everyone was invited. The enrollments were kept open until after this meeting, thus enabling more to enroll.

Two projects consisting of five meetings each were offered in the first half of the year. In the last half the projects were cut to four meetings each to enable the specialist to do some special open meetings.

Subject-matter material was also changed the last half of the year. The correspondence courses prepared by the Institute of Child Welfare are provided for leaders and mimeographed summaries for group members.

The four meetings in Child Development I are:

1. How children grow (open meeting)
2. How children learn (leader meeting)
3. How children feel (leader meeting)
4. Developing useful habits (leader meeting)

In Child Development II the second meeting is held as an open meeting. This enables the groups to get together for their first meeting and plan for attendance and other matters which make the open meeting more far-reaching.

The subjects discussed in Child Development II are:

1. How children develop character (leader meeting)
2. Helping children to help themselves (open meeting)
3. Sex education (leader meeting)
4. Family privileges and responsibilities (leader meeting)

More reading was provided at no cost by exchanging magazines and securing free bulletins and books from state travelling library. Twenty-seven child development libraries containing eight books each were borrowed in three counties. They were kept for four months and loaned to group members. The interest aroused in the subject through the meetings stimulated the desire to read.

There were 40 regular organized community groups in Child Development, and three special groups,--the rural teacher training class at Wells, a group of rural teachers near Blue Earth, and a group of rural teachers and young girls near Winnebago. This last group elected two of their members as local leaders at the third lesson, so we had 82 leaders in all. Attendance at leaders' meetings was splendid, only 11 absences for the 82 leaders, at four lessons.

Mrs. Fish, the State specialist, taught three of the five training centers each time, and the home demonstration agent taught the other two. It was arranged for Mrs. Fish to teach the two largest leaders' groups, Winnebago and Wells, for three lessons, and the Delavan and Ericslyn leaders for two lessons.

Leaders entered the discussion freely. This proved to be a most interesting and valuable part of the training because it served to shape the attitude of the women towards the specific problems arising in their homes. At first the questions came:

"How can I stop my one-year old child from sucking his thumb?"

"Merlin, six years, is bossy to his small brothers, ages one and three years. How can I stop him?"

"What to do with a child who chews paper, or sucks thumb?"

Later they were stated:

"How can an 8- and a 10-year old girl be helped to overcome being teased and disliked by their schoolmates?"

"Why does a 15-year old boy, who is bright, stutter? How can he overcome it? Folks wanted to send him to some advertised place for \$300 for a few weeks."

"What would you suggest, when you leave the decision as to proper use of leisure time to your 17- and 18-year old daughters, and their decisions are consistently poor? Is it all right in this case, to say flatly that they can not go?"

Some of the leaders did an exceptionally good job of guiding discussion in their local groups; others had difficulty in getting the women to talk; but on the whole, they got across the idea of "looking for causes" and seeing the situation from the child's viewpoint as well as the adult's.

Typical statements from the leaders' reports are:

1. It gives us a standard whereby we can class or judge our children as to what we should expect of them.
2. Study my children more and try to suit the treatment to each child, whether training or punishment.
3. I have tried to think my own and other problems out instead of wishing they were different and then not doing anything about it. I have learned to look for a cause of wrong behavior, instead of blaming the child.
4. Parents have improved on eating habits.
5. Trying to choose suitable toys for children.
6. Letting children settle their own quarrels.
7. Try to provide some kind of constructive play.
8. One mother advises that it has improved her children's disposition to provide more adequate play space indoors.
9. A general discussion arose about parents losing control of their tempers, and the effects on the children.
10. At the last meeting one mother told us she had gained control of her temper, and her children had shown much improvement in that respect.
11. Fathers more interested since the project.
12. We hope we have helped one woman to realize that "nagging" is a major crime in family life.
13. I find we have better cooperation in our family.
14. It is a relief to me to know that many of my practices in raising children have been verified in the Child Development Project.

Helen E. Kallenberg, Home Demonstration Agent, Faribault County, Blue Earth.

Mississippi

When the local 4-H club met, a discussion of child care and training was held and plans were made for the nursery work to be done. The girls gave a most hearty response. The club was divided into groups, each group serving one day. Each girl in the groups had a specific duty. Those girls not on duty stayed in the background and observed the characteristics of pre-school children according to traits given them in discussions held outside

of nursery hours. Discussions were also held on the attitude that older sisters should have toward younger members of the family. Establishing good food habits and proper table manners was stressed in discussion and by serving mid-morning lunch to children. The nursery was conducted for one week, two and one-half hours each day, with 14 pre-school children attending regularly and 23 4-H club girls assisting at different periods. Eight mothers visited the nursery.

Alice Williamson, Home Demonstration Agent, Kemper County, De Kalb.

Montana

A splendid toy kit was collected at the State office and has been used in a number of the counties. It was used in Dawson and McCone counties this year and the following report is made:

Dawson: 73 toys made as a result of toy demonstration.

McCone: 87 toys made as a result of toy demonstration.

A kit of well-selected toys is carried around to all the meetings. The toys are given to the children to play with while the demonstration or talk is in progress. The value of toys is well demonstrated by the interest and enthusiasm exhibited by the youngsters who eagerly watch for "Mrs. Elliott's toy box". The primary reason for this toy kit was to keep the children busy and quiet during the meetings. It has offered splendid opportunities however for real education regarding toys.

Josephine Pollock, Specialist in Child Development, Montana State College, Bozeman.

New Jersey

Parent Education - During this year, the second of trial in the use of radio study-group methods, much success can be reported in the field of parent education. It has been successful for a number of reasons. In the first place, the plan was carefully worked out, the material was well prepared, and the agents did their part in assisting with the organization. This method has been the means of reaching numbers of people in a rather satisfying way. Some report that while the contacts with individuals enrolled are none too valuable, they offer possibilities for follow-up and the agents are urged by the supervisors to make the most of these. Much of the specialist's time has had to be spent in the preparation of material for the use of radio study groups. She has had to prepare not only the broadcasts but outlines for discussion, questions, and answers and many other details. In four counties she has conducted training meet-

ings for leaders of study groups. This is a plan which will be adopted by other counties as the specialist has time for such activity. A few high school principals have assumed leadership of groups. Junior women's clubs have asked for material in the field of parent education. The play center idea has extended from Monmouth County into Ocean and Bergen Counties and into Patterson City. The parent-education program is having a number of very gratifying experiences.

Marion Butters, Assistant Director, and Mildred B. Murphey, Assistant State Leader, State University of New Jersey, New Brunswick, New Jersey.

A play center was run for the third consecutive summer on the beach at Seaside Heights. This was run by two young mothers, members of a child study group. Fifteen pre-school children were enrolled and enjoyed the benefits of the group. The children ranged in age from 18 months to 6 years. The development of the children was most marked as the summer progressed and at the end of the 8-week session the mothers were most enthusiastic in the praise of the center.

The State specialist in Parent Education and Child Study cooperated with the mothers in giving suggestions as to how best to conduct the workings of the group.

Questionnaires were sent out to the mothers of the children in the group in order to check up on some of the habits formed at the school. The reports were very gratifying as they told of many improvements in behavior at home. Some parents said that a lot of friction between the younger and older children at home seemed to have disappeared and that the young child was satisfied to play by himself.

The center will open again next summer to run for an 8-week session. Alice M. Seely, Home Demonstration Agent, Ocean County, Toms River.

New York

The Young Child, Guidance and Education. There were four study clubs and four leader groups who selected this topic, while seven lecture-discussions were given relating to these problems. One study group, a rural one, took the course on Pre-School Education because they wanted to know how some of this material could be applied to the home. As their report states, "Most of us live on farms, and nursery school will probably never be a part of our children's experience." One leader in Madison County writes: "I took the nursery school pictures again as there were three new members present that were interested, and the ones who saw the pictures at the first meeting saw new things in them and asked questions."

In connection with their work several members of the study groups have visited the Nursery School and have observed methods used there. They also made use of the publication from the Kansas State Agricultural College called, "Applying Nursery School Methods of Child Training in the Home". Slides showing the nursery school activities as well as large pictures of nursery school activities have been used to supplement the work in the leader groups.

At the coming Farm and Home Week the Nursery School will be in session throughout the week. It will be possible for the first time for people from the counties to observe activities of nursery school during this week. Exhibits, lectures, conferences, and a panel discussion on "What constitutes a good day for the rural child" will also be provided.

The plans of guidance used in the nursery school are used as the basis of discussion and many puzzle over the splendid results achieved. One group agreed that the plans were feasible but that "it was important for mothers to set a good example, to appear unhurried and unworried as the teachers in the nursery school do."

A new respect for the use of guidance procedure and objective attitude is gained by the mothers through this study. The further study of guidance principles has been fruitful of fine thought and worthy of action. Procedures of value in the education of the child have been carried on.

The Young Child - Routine Behavior. There were 17 child study clubs that took this course within the year and 9 leader groups. This course is basic to other courses of study. Our experience is that mothers of young children are eager to have assistance with the formation of desirable habits.

Margaret Wylie, Child Development and Parent Education Specialist, New York State College of Agriculture, Ithaca.

Child Guidance Project. The child guidance program has grown this year in interest and numbers. We have had 5 city-wide meetings, 4 for mothers one for fathers and mothers, at which time Dr. Wylie spoke on the following subjects:

1. Fair Play and How to Help the Child Achieve it.
2. The Adolescent and His Friends.
3. What can be Done for the Difficult Stubborn Child.
4. Why Worry?
5. Every Child Needs Two Parents.

As an outgrowth of these conference series we have 14 study clubs with interesting programs. All the conference series were given by Dr. Wylie with a remarkable attendance. The enrollment for the conference series is 350 city women with an average attendance of 125.

The Buffalo Home Bureau helped organize a permanent organization known as the Parental Education Council of Erie County. In this council, there are representatives from the University, State Teachers College, School Department of Buffalo, Buffalo Foundation, Parent-Teachers Association, Parents' League, City Federation of Women's Clubs, League of Women Voters, Buffalo Home Bureau, and other organizations interested in child development. The Buffalo Home Bureau helped sponsor a 2-day institute on childhood and youth which educated Buffalonians in the number and scope of the agencies working on this subject. This group sponsored an evening meeting for mothers and fathers, at which time Dr. Andrus spoke to 250 people on "Education for six months or for life."

The number of women from the city of Buffalo enrolled in the city-wide meetings in cooperation with the Erie County Home Bureau is 394 for the year 1933. In the Cornell child study clubs the enrollment for the year is 184. The total attendance at the city-wide meetings is 782 and the total attendance in the 14 child study clubs is 1,470.

Publicity appeared in three city newspapers and Dr. Wylie's lectures were announced over radio stations WBBN and WGR.

The results achieved are tremendous. All the women in the child study clubs have changed their attitudes and many practices. In many instances where one woman has developed a positive attitude with her child, she helps the other members of the club by telling what she did to accomplish it. This method of teaching shows greater results than any other type. The women are providing better play equipment and are adjusting the physical needs of their children. The most outstanding achievement is the cooperation of the husbands of our study club women. They have become interested, are in many cases wishing to set a good example for their children, and are helping to create a harmonious home atmosphere. Katherine Norton Britt, Home Demonstration Agent, (Urban Agent), 220 Franklin St., Buffalo, New York.

Children's Toys. Aim: The aim of the project was three-fold:

- (a) To improve the type and quality of toys whether made at home or bought at a shop.
- (b) To direct desire for handicraft work into desirable useful channels.
- (c) To teach economy through learning to make toys at home of inexpensive materials.

Method: Dr. Wylie devoted the mornings preceding the lectures to meetings in toys. At the first meeting she showed an exhibit of home-made toys and children's furniture made by students in the college of home economics. The second morning was working meeting and the third an exhibit of the toys and children's furniture which the women had made. The Ithaca Child Study Club cooperated with the home bureau in sponsoring this project.

Results: The first two of these meetings was reported in 1932 annual report. At the third meeting, the people who had made toys exhibited them and told interesting facts about them. The largest exhibit was from the negro community center. A young man helped the negro women bring the exhibit and stayed through the morning discussion, adding his experience with the rest. Then Mrs. Jones, who is chairman of a club to provide Christmas presents for the poor children in the Negro colony, reported that she had taught seven women to make toys and they had been used for Christmas presents for poor children as well as their own.

Sara Kerr, Home Demonstration Agent, Tompkins County, Ithaca.

Child Study Clubs: The three child study clubs which have been organized for several years are continuing with advanced study club programs. The interest in the child-development work has increased steadily in these groups. When it is realized that only a few years ago there was considerable resistance to this type of program in all these localities and that now these same groups make up a very definite part of the community life of the mothers concerned one is aware of the advance in attitude toward parent education.

The interest and work of these child study clubs has permeated other parts of the county so that two new groups have been organized this fall in Henrietta and Gates. Both of these new groups are interested in starting with the study of the problems of the school child.

The names of the courses which they are studying this year are as follows: The Child from 6 to 14, Understanding Ourselves, The Adolescent Child.

Textbooks and reference books have been supplied to the groups from the Home Bureau Circulating Library. Sixty-eight mothers are enrolled in the five groups.

Efforts were made recently to learn from the mothers enrolled in the clubs some measure of the change in attitude and practices which had been made since their enrollment in the study clubs. Questionnaires were mailed to the members of the three clubs. Thirteen questionnaires were returned with changes of practice reported as follows:

Improved habits: Eating 10, sleeping and rest 10, toilet 7, washing 9, dressing 9, self-help 10, self-control and discipline 11.

Substituted positive methods for negative: Taught use and care of materials 12, gave children plenty to "do" 12, provided suitable playmates 8, gave sex instruction 9, observed and studied needs of each child and directed guidance according to the individual 14, joined actively in a child study group 16.

Provided suitable play equipment: Provided indoor play space 17, provided indoor play storage space as shelves, cupboards, boxes 17, provided indoor play materials as crayons, paints, blocks 16, provided outdoor play materials as swing, ladder, packing boxes 13.

Made physical adjustments to meet children's needs: Carried out suggestions by doctor for correction of physical defects 3, provided comfortable chairs and tables for children's use 15, provided comfortable bed for each child 12, provided clothes which make self help possible 13, provided low cupboards and low hooks for the little child 15, provided place for each child for his possessions and treasures 18.

NOTE: Error made in paging. No page 24.

Improved adult habits: Set good example for habits desired 6, learned good teaching procedure for habit training and guidance 10, created home atmosphere of security and harmony 13, worked consistently for better self control 12, overcame worry attitude 6.

Lectures on the Adolescent: In order to meet the interest of a wide number of women whose children are of the adolescent age, meetings were arranged under the direction of Dr. Margaret Wylie for the discussion of problems of parent relationships with the adolescent in two centers in the county. The west side meeting was held at Spencerport and the east side meeting at Fairport, two meetings being held in each place a month apart, in January and February.

These meetings were most successful and were attended by both men and women from six to eight communities in the vicinity.

Dr. Wylie's subjects for the two lectures were "The Adolescent and His Home" and "The Adolescent and His Friends". The open discussion which followed offered opportunity for many points of view to be brought out and marked the beginning of a more definite interest in this work.

Because of the general success of this type of meeting a second series is being planned for this winter following a similar plan of east side and west side meetings.

Frances E. W. Searles, Home Demonstration Agent, Rochester, Monroe County.

North Carolina

Child Training and Care

Johnston County reports this project as follows:

Number of meetings -	10
Number members enrolled -	23
Number of members completing -	18
Number books read by group -	28
Number new books or pamphlets -	12
Number children concerned in group -	54

The course which was given by Miss Myra deHaven Woodruff, Associate in Home Economics Research, State College, was made up of the following meetings:

1. Subject: Organization, General Discussion of Need of Child Training by Parents.
2. Influence of Depression on Children.
3. Children's Money (Grew out of No. 2.).
4. Planning of Family Income and Children's Budget.

5. Standard of Choosing Companions.
6. Influence of Environment and Place of Heredity.
7. Why Parents Must Consider Sex Education.
8. How to Form Wholesome Attitudes about Sex.
How to Answer Children's Questions.
9. Adolescence and Family Relationships.
10. Recreation of Family and its Influence on Family Life.

This is the second course ever given in the county. Last year, I secured services of teacher who gave the work. I believe there was much more participation in meetings than there was last year. The first year, the work was more lecture and little discussion. I was told that one woman told her husband that she had learned more of real benefit to her in these two courses than she had in her whole high school and college courses.

Pauline Smith, Northeastern District Home Demonstration Agent, North Carolina State College of Agriculture and Engineering, Raleigh.

Ohio

THE TEEN AGE GIRL

The study with these groups of mothers has been quite interesting. The groups have been small and not a great deal done, but a great deal has been learned from exploring the field. Two groups, one with ten members and one with fourteen, engaged in this study this year. One group of seven met last year. Another group is organized and wishes to get together this winter. In each case the group was organized by a mother talking to the agent. A date was set, then the interested mother got the group together, and the agent conducted the discussion.

Probably the most effective approach is to get an expression from the group as to desirable traits that they wish for these girls, as women, and some of the things that prevent girls from being the women they would like them to be. This opens up the field and leads into a discussion of the periods of development, with attention to physiological as well as psychological factors. Some time is spent on various methods for attempting to find some of the causes behind troublesome behavior, and on the formation of habits. The fundamental needs of personality and adolescent girl adjustments that must be made by the adolescent girl will always occupy a large field, which no one can make rules concerning, but a frank expression of opinions with an attempt to see it from both sides, and a sincere effort on the part of the mother to remember her own girlhood experience, will, at least, get that mother to thinking about the problem. How to help a girl to find out about vocations, and how to help her check her personal qualifications is as far as we go in vocational lines, but a sincere attempt is made to get mothers to see that preparation and personal qualifications are factors that need more thought than some mothers are willing to give. Some common difficulties considered are idealization, being sorry for oneself, busyness, and being a boss or a slacker. Growing Out of Adolescence Successfully, and Enriching the Life of Adolescents, are topics for a whole evening's discussion.

Entirely too much is planned for any one group to handle, but different groups want to discuss widely different problems, so perhaps it is just as well that there is a great deal planned.

We have used the State library to get additional books that mothers may read. We found in both the library at Pickerington, and the one in Lithopolis, that there are some books on hand, and others might be secured in time. Probably the thing that has been accomplished, is that these women realize that there are books written that can be helpful, that a problem seems different when we try to consider it divorced from emotion, and that two sides of a problem need considering. - Edith Berry, Home Demonstration Agent, Fairfield County, Lancaster.

Oklahoma

Inasmuch as the parent-education program has for its goal such intangibles as a better understanding of children and of adolescents, constructive attitudes toward discipline, sex education and family life, one cannot expect to measure many tangible accomplishments. An important evidence of progress is found in the growing ability of demonstrators to conceive of and work toward definite intangible goals. This year demonstrators' reports were much less likely to be considered complete with a record of health examinations, equipment provided to meet children's needs, and so forth, but also included a record of the growth of new attitudes. For example, one mother wrote, "From the beginning of this child study I have found myself having less tension and being more a guide than a ruler of children." Another wrote, "I have the desire now to make sex education seem natural and wholesome to my children and also the desire that my children shall obey because my requests are reasonable and right, not because of their fear of punishment." Still another mother's report read, "I feel so much younger and happier since I've been taking more interest in the community and the children are proud of me." These are some of the real, but intangible, values toward which we strive in parent education.

Norma M. Brumbaugh, State Home Demonstration Leader, Oklahoma A. & M. College, Stillwater, Oklahoma.

The following tables are included here. They indicate the findings from questionnaires answered by home demonstration agents for the years 1932 and 1933.

- Some Achievements in 1933 as Compared with 1932 -

	1932	1933
1. Number of health examinations which child development demonstrators provided for their children.....	750	1,609
2. Number of children's physical defects corrected.....	454	1,464
3. Number of observations of children made by mothers.....	634	1,117
4. Number of homes reporting new practices in care and training of children.....	483	1,071
5. Number of homes reporting new attitudes toward children or other family members.....	376	649

6.	Number of demonstrations given by local leaders with assistance of the county home demonstration agent.....	450	758
7.	Number of selected books read.....	664	1,152
8.	Number of pieces of equipment for children exhibited at county or State fairs.....	460	275
9.	Number of homes in which furnishings have been adjusted to meet the needs of children.....	340	638
10.	Number of women undertaking community projects for the well-being of children and young people (for example, helping to provide school playground equipment for smaller children, tennis court for young people).....	--	520
11.	Number of libraries borrowed: By clubs.....	42	111
	By individuals....	15	34
12.	Number of homes providing more interesting recreation for young people.....	227	383
13.	Number of homes using family council plan.....	31	79
14.	Number of homes providing vocational guidance through reliable books on that subject.....	53	67
*15.	Number of adults helped who had not previously participated in home demonstration work.....	--	532

Perhaps the greatest gain of the year is in the number of physical defects corrected. One requirement of all child development demonstrators is that they provide a health examination for at least one of their children. Of course it was not possible to require that defects be corrected, but a great deal of emphasis has been placed on the importance of this during the year.

One of the most important indications of results of the program are the observations which parents make of their children, which are sent in to the specialist for analysis and suggestion, returned to demonstrators and followed by conferences. These observations have for their purpose the helping of parents to analyze and to think through their own problems in an objective way. According to the specialist's record, she has analyzed and returned an even 600 of these observations.

* Question number 15 was added to the questionnaire in 1933.

New attitudes toward children reported in 649 homes is certainly one of the most important of results. Although only a very few of the individual demonstrator's reports came into the hands of the specialist, those that did come in showed considerable progress in this respect. One demonstrator in Creek County wrote, "The course in child development has helped me to understand my boy, who is an adolescent. It has enabled me to help him to control his temper. I find that since I am more understanding and in sympathy with him, he is more interested in home life and is reading more and better books. I am now reading more and better books. I used to think I did not have time to read, but I realize that a mother and homemaker must take time. My boy and I are growing to be better companions." E. Faith Strayer, Specialist in Child Development and Parent Education, Oklahoma A. & M. College, Stillwater.

The women report the following - 16 physical examinations; 9 have corrected the physical defects per doctors' suggestions. The following equipment has been provided to make the young people feel that they are a part of the home - 11 have secured books, 13 have secured magazines, 7 secured pictures and 13 music that would be interesting and helpful to this age of children. The women report having read 98 books pertaining to child training. The following new practices have been undertaken as a result of this project: 11 women are having regular health examinations for their families; 15 have provided more rest and relaxation for their families; 11 have provided more recreation for the home, such as games, music and books; 6 have family council concerning the home responsibilities; 8 have family council concerning family recreation. Eight have trained their children to select their own food; 9 to select their own clothing; 7 to earn their own money; 8 how to use their own money; 9 to choose their own friends and 10 have given their children helps in choosing their own vocation. - Jeffie Thompson, Home Demonstration Agent, Creek County, Sapulpa.

The specialist, Miss E. Faith Strayer, came to us in March and gave a leader training demonstration in Child Development. These leaders with the aid of the home demonstration agent, gave 48 demonstrations in Home Demonstration club meetings to get parents to thinking about the child's wholesome development during adolescence; physically, mentally, socially and emotionally. To aid the parents in giving children every opportunity to grow into wholesome adults we called attention to physical safety and health education which should be taught in schools; need of child for opportunity for self expression; guidance in selecting a vocation; wholesome recreation. The clubs held discussions concerning the influence parents have on children, and the demonstration on how wholesome influence can be brought upon the adolescent through the kind of parent he has, and through the kind of community he lives in, was

given to the home demonstration clubs of Canadian County in November. Miss Strayer's outline on the tests which we may use to determine if a parent is really grown-up emotionally, mentally and socially, was thoroughly and simply used on the groups in the meeting; and it struck them forcefully that every one fell short of being grown-up in one or more respects. Most of the women found themselves guilty of some childish emotional response. Some of them could not grade well in being able to see things exactly as they are. Another common fault was not being able to see things as a whole, and attacking causes of trouble with the adolescent rather than expecting to cure the trouble with a single act on the parent's part. We almost feel that we have been to an old-fashioned experience meeting, like they used to have in church, when we complete one of these demonstrations; and every time, the women say, "Well, I made during this meeting, some resolutions that I want to try to follow; and if I can, I believe I shall be a better parent."

During the demonstration we also try to see what the community offers in the way of cultural activities in which the adolescents are taking active part. Also what the community offers in the way of wholesome recreation for adolescents, is seriously considered. We find in most instances a lack of sufficient provisions for the adolescents' recreational and cultural activities and try to think of ways to meet these deficiencies for wholesome results.

As a result of these demonstrations 15 women have reported new attitudes toward children. Twenty-six women read books recommended by Child Development, Parent Education specialist. Twenty-six physical examinations have been given to adolescents whose mothers were in these demonstrations. Seven corrections have been made in physical condition; 1 circumcision; 2 vision, 1 teeth, 3 tonsils and adenoids. Five homes have been adjusted to meet needs of children and 15 homes use the family council plan.

The women were so interested in this Child Development study that they have elected to take Child Development II as a Minor in 1934. - Harvey Thompson, Home Demonstration Agent, Canadian County, El Reno.

The demonstration given in October by the home demonstration agent was on play equipment for children. The illustrative material used was a bean bag; suitable pictures for children, mounted upon $\frac{1}{4}$ -inch cardboard, bound with passe partout binding, and shellaced surface; hammer and nails; large crayolas; wooden blocks made of two-by-fours; dolls made of painted spools; painted spools with shoe lace to string them on; a stuffed dog; nests of painted tin cans; miniature furniture made of cigar boxes; type books for children which included Baby's First Book, On Our Farm, Dogs, and Baby Animals. Points which I attempted to bring out in this demonstration were that play equipment develops mental stimulus, teaches motor control, and provides an opportunity for social contact for children. - Elizabeth Harris, Home Demonstration Agent, Cerrancho County, Lawton.

Oregon

The extension staff does not yet include a full time specialist in child development and parent education. This is greatly needed. Mrs. Sara Watt Prentiss, a member of the staff of the School of Home Economics, who is in charge of the nursery school and child development courses, has for the past four years given a generous amount of time to the extension program. During 1933 she spent 15 days in the field, 10 days of which were spent in training local leaders. She held schools for parents in three counties, a total of four schools. Mrs. Prentiss also assisted at the annual program planning day in one county. In addition to this she has given 21 radio lectures from the State-owned Station KOAC. She prepared material for the use of local leaders in Clackamas County. The program in this field may be summarized under the following headings:

I. Radio series

January 3 to March 21, 1933, Your Home and Your Child
March 28 to June 6, 1933, Your Child as He Grows Older
October 3 to April 24, 1934, A Developing Home

II. Correspondence course - Child Development

Written in 1931, registration during 1933 totalled six

III. Home Study Course - Guiding the Developing Child

IV. Material for local leaders - Guiding the Developing Child

V. Schools for parents - Columbia, Lane, Multnomah

VI. State conference - Oregon Conference for the Study of

Home Interests, March 30, 31, April 1, 1933.

Claribel Nye, State Home Demonstration Leader, Oregon Agricultural College, Corvallis, Oregon.

The project of child care and training has become thoroughly established in Columbia County. As a project it reaches mothers whose special interest is in child training, thus making the Home Economics Extension program broader as it touches more homes throughout the County.

During the winter of 1933, a group of 15 St. Helens mothers who had previously enrolled for the pre-school child in 1931, 1932, enrolled in a study group for adolescent psychology. The St. Helens Women's club sponsored the child training project in that city. This club has always co-operated in every possible way with the Home Demonstration Agent through the department of the American Home.

The material for the discussion group on adolescent problems was divided into six units. One evening was given over to the presentation of textbook material and general discussion of each of the units. The agent led these discussions and summarized the subject matter in relation to the topic for the evening. These topics were:

1. Organization of group -

Purpose of Study

2. Factors in Social Adjustment

3. Delinquency
4. Chaperones - yes or no
5. Religion
6. Leisure time - vacations

This study group met once every two weeks in the evening and every member reported definite benefits derived.

The texts used for the basis of discussion were as follows:

Texts for discussions

- Psychology of Adolescence, by Brooks
- Growing into Life, by David Seabury
- Youth, by Hall
- Child Adjustment, by Inskeep
- The Normal Mind, by Burnham

The study course on behavior of the preschool child was finished in December for the Rainier group, and a further series of four meetings was taken during the months of February and March culminating into the school for Parents held in Rainier.

The content of this series was:

1. Factors in Social Adjustment
2. Undesirable habits
3. Undesirable habits (cont'd)
4. Summary of behavior - problems of preschool child

A lively interest was shown in this project, and plans were made to carry on another study group during the winter of 1934.

The texts used as a basis for material for this course were:

- Mental Growth of the Preschool Child, by Gesell
- Growth and Development of the Young Child, by Rand, Sweeny, and Vincent.
- Psychology of Infancy and Early Childhood, by Arlitt
- Child Guidance, by Blanton and Blanton
- Parents and the Preschool Child, by Blatz and Bott
- Growing Up, by De-Schweinitz
- Every Day Problems of the Everyday Child, by Thom

The State Library was generous in lending the texts used. This method of having texts for distribution proved most satisfactory. Sarah V. Case, Home Demonstration Agent, Columbia County, St. Helens.

South Carolina

The subject of Child Training and Care came in the Home Maker Her-self project under Family Relationships. There were 22 demonstrations. The bulletin "Are you Training your Child to be Happy?" was given to the local leaders, who passed it on. This was read by 133 mothers and some fathers. Other articles on the subject of child training were read. Two hundred and sixty-one report substituting positive methods for negative ones.

After seeing the suggested home-made games and hearing the talk on value of families playing together, 125 homes provided some equipment for recreation for children. These were sandpiles, swings and see-saws for outdoors, with Bingo, indoor horse shoe pitching, bug, hearts, and other games.

There were 267 adults who promised to improve their own habits in respect to developing their children.

Louise C. Fleming, Home Demonstration Agent, Orangeburg County, Orangeburg.

Tennessee.

On presenting this project to a large group of parents, I told them the home environment determines the character of the individual. Assuming that the child has been given a fair start in life by being born of parents who are sound both mentally and physically and who have looked forward with pleasure to his coming into the home and have made proper preparation for him, the task of making him an intelligent and useful citizen is one of the highest duties of the parents. The best development of the child is secured when there is cooperation of the two individuals. In the home the child comes under the moulding influences which begin to shape his character from the moment of his birth. It has been said, "The child is wax to receive and granite to hold the impressions of the fireside."

The outstanding features in the development of this project have been the contacts made in the home and club meetings with the parents. Each time meetings were held in which discussions were given on child training and care the fathers were asked to "sit" in on them in order that they could receive the direct information and that the mothers would have their cooperation in carrying out the information that had been given in the meetings.

The subjects that we discussed in the meetings were as follows:

1. Family cooperation
2. Understanding the child
3. Living with the child
4. Adapting the home to the child
5. Child feeding
6. Children's clothing

The results have been that 50 interested women who were not club members adopted better adult habits with respect to the development of their children; 250 homes substituted positive methods of discipline for negative ones; 200 homes provided play equipment such as swings, see-saws, slides, construction blocks, bicycles, carts, and a few games; 300 homes adopted recommended physical adjustments to better meet the children's needs; 350 homes adopted better adult habits with respect to the development of children; and 285 homes improved the habits of school children.

Child training and care as a special project for the younger mother has grown in strength and numbers. Last year in one community there were 12 mothers who took special interest in this project. Their children were underweight. They seemed to have been anxious to learn the cause and how to remedy it. This year the number increased to 25. Because of the interest which these farm women showed in the best methods of child care and training eight mothers in adjoining communities enrolled in the project during the year in order that their children may have a better opportunity for sound bodies and normal development.

Kate B. Gresham, Home Demonstration Agent (Negro), A. & I. Normal, Nashville.

Vermont

The only projects which the State leader has been responsible for this year have been child development and parental education and recreation. The child health work, which she previously organized, has been taken over by the Nutrition Specialist. The child training and development work has been conducted through the hiring of specialists not of our regular staff for the period of three months. The money for this project was obtained by contribution from the counties voted by the women at the annual meetings in the fall of 1932. Vermont was very fortunate in obtaining the cooperation of the American Social Hygiene Association in loaning Dr. Valeria Parker to us for two months. Dr. Parker gave two talks and discussions in at least three points in each of the ten counties cooperating on this project. Aside from these two talks she was very generous in speaking to groups of boys or girls at the various high schools and colleges which asked for her assistance, in appearing on the State Nurses' Association program, a few women's clubs, some county Parent-Teachers Association meetings, and so forth. The subject of her first talk was "The Child in the Modern Home." This prepared a background for discussion of why the child of today needs somewhat different treatment and preparation for life than in former generations. The preschool child and his problems were given particular emphasis at this meeting.

The second meeting was on "Guiding the Health of Body and Mind Through Childhood and Adolescence". This meeting was even more valuable than the first one because so many parents feel that adolescence is such an impossible period to deal with. I am sure, after hearing Dr. Parker's comprehensive discussion of the child's attempts during this period to adjust himself and the need he has of sympathetic understanding, they would have renewed courage and resolve to maintain more patience. Mrs. Martha Buttrick, formerly an extension worker in Vermont, and now the mother of four children, who has had a great deal of experience with organizing and conducting a mothers' club in her community and who of late has been studying in New York with the Child Study Association, was employed for one series of meetings on "Understanding Our Children" in the 10 counties. These discussions treated the subject from a little different angle than Dr. Parker. Mrs. Buttrick was one of the chief instigators in planning a conference on the

matter of child development and parental education at Bennington College in October and many of the home demonstration agents both attended the conference and helped to give publicity to it. It was very clearly shown at this meeting that the Extension Service was doing more on this project than any other organization in Vermont, but the amount is very small even then.

No formal report of practices adopted as a result of these two meetings was attempted. More than 6,000 women attended the meetings and it is certain that there is sufficient interest in this work to build up a detailed project if there were money for a specialist.

Marjorie E. Luce, Home Demonstration Leader, College of Agriculture, University of Vermont and State Agricultural College, Burlington.

Virginia

All home agents included some work in child training and care. Sixteen method demonstrations were held, 168 girls and 74 boys, 4- H members not in special child training and care clubs, participated in definite child training and care work. Two groups with a membership of 36 devoted the major part of their program to child training and care, 16 method demonstration meetings were held, and 81 adult result demonstrations were completed or carried into next year.

The Nelson County Agent gives the following regarding the work:

"There were five meetings given to this project such as helping the child acquire good habits in posture, health, honesty, truthfulness, and avoiding bad habits such as fear, jealousy, and idleness. Mrs. Catherine Scott told the club that it was not necessary to use pepper or bitters on fingers to prevent nail biting or thumb sucking, and advised encouraging habits of cleanliness and pride in the child at an early age. Said she, "Use a little nail polish on the nails and make the youngster admire clean and pretty nails".

L. A. Jenkins, Negro Home Demonstration Leader, Hampton Agricultural Institute, Hampton.

West Virginia

Child Care and Training

This part of the program has centered largely around the study of lessons on the subject and to the classes taught at State camp. An effort has been made to interest young mothers in the work of the farm women's clubs and to include in the club program instructions and help along the line of child care and training. Many of the young mothers and expectant mothers have been enrolled through the farm women's clubs for the Motherhood Correspondence Course sent out by the State Department of Health. In cooperation with the A. A. U. W. some special classes for mothers of young children were held, a member of the A. A. U. W. group acting as leader. A total of 208 meetings devoted to child care and training were held this year.

Gertrude Humphreys, State Home Demonstration Leader, College of Agriculture, West Virginia University, Morgantown.

